DOCUMENT RESUME

ED 435 810 CE 079 342

AUTHOR	Khan, Shirley Ali
TITLE	Towards Sustainability: A Guide for Colleges.
INSTITUTION	Further Education Development Agency, London (England).
ISBN	ISBN-1-85338-519-0
PUB DATE	1999-00-00
NOTE	21p.; Commissioned by the British Government Sustainable Development Education Panel.
AVAILABLE FROM	Further Education Development Agency, Citadel Place, Tinworth Street, London SE11 5EH, United Kingdom.
PUB TYPE	Guides - Non-Classroom (055)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	*Conservation (Environment); *Economic Development; Educational Planning; *Educational Policy; Foreign Countries; Guidelines; *Policy Formation; Postsecondary Education; Program Development; *Strategic Planning; *Sustainable Development; Technical Institutes; Vocational Education
IDENTIFIERS	European Union; International Standards; *United Kingdom

ABSTRACT

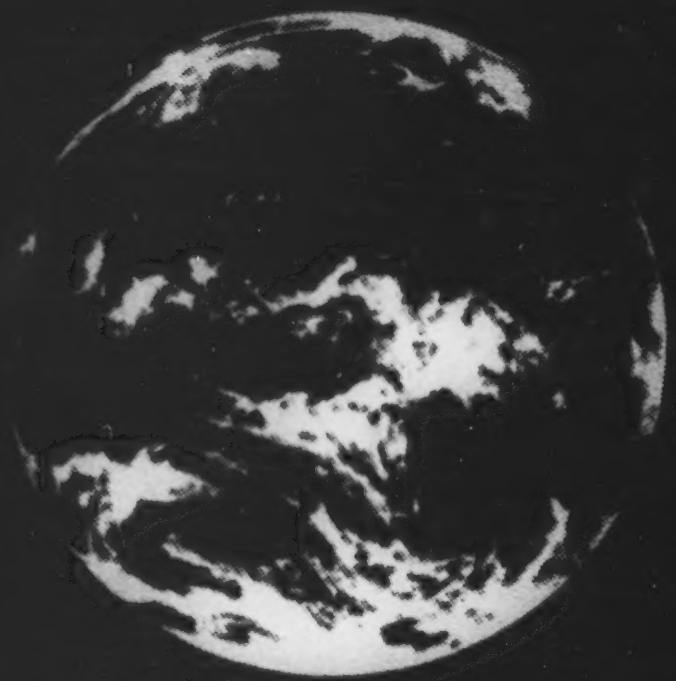
This guide, which builds on the Further Education Development Agency's environmental, regional, and economic development initiatives, is intended to help further education (FE) colleges throughout the United Kingdom respond to the sustainable development challenges posed by the International Organization for Standardization's quality environmental management systems standards ISO 14001 and the European Union's eco-management and audit scheme (EMAS). Section 1 is an introduction that outlines the sustainable development education-related goals set for FE colleges by 2010 and lists the environmental, economic, and social conditions for sustainability. Section 2 is a framework for managing sustainability that covers the following key elements of that task: commitment (policy, sustainability policy themes for FE, awareness raising and training, reporting); planning (conducting an initial review, identifying sustainability efforts, setting objectives and targets, FE sustainability indicators); action (developing a sustainability program, establishing responsibilities, developing a sustainability manual); and evaluation (conducting an audit, pursuing certification/registration). Section 3 lists nine references; resources developed during the HE21 Project; pertinent Scottish college case studies; and addresses of five useful organizations. Appended are the following: background information about the Sustainable Development Education Panel; overview of the environmental responsibility (Toyne) report and review; and outline of the content of ISO 14001 and the EMAS. (MN)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 435 810

Sustainable Development Education Panel

feda quality learning skills



Towards sustainability

a guide for colleges

Shirley Ali Khan

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
✓ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY
S Bourne
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

SO 029 342

Sustainable
Development
Education
Panel

feda

quality
learning
skills

Towards sustainability

a guide for colleges

Shirley Ali Khan

Published by FEDA

Feedback should be sent to
FEDA publications, Citadel Place, Tinworth Street, London SE11 5EH
Tel: 0207 840 5302/4 Fax: 0207 840 5401 e-mail: publications@feda.ac.uk

Registered with the Charity Commissioners

Proofreader: Jackie Mace
Designer: Dave Shaw
Printed by: Elements Ltd, London

ISBN 1 85338 519 0

© 1999 FEDA

You are welcome to copy this report for internal use within your organisation. Otherwise, no part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means; electronic, electrical, chemical, optical, photocopying, recording or otherwise, without prior written permission of the copyright owner.

Publication development team

- Shirley Ali Khan, Sustainable Development Education Panel
- Heather Barrett-Mold, Sustainable Development Education Panel, Southgate College
- Rosemary Gray, Sustainable Development Education Panel, Walsall College of Arts and Technology
- Nadine Cartner, Association of Colleges
- Simon James, FEDA

Critical readers

- John Blewitt, Harrogate College
- Malcolm Clark, Preston College
- Mary Massingham, Cambridge Regional College
- Martin Pritchett, Association of Colleges
- John Salter, Elmwood College

This guide draws on the environmental management systems standards ISO 14001 and eco-management and audit scheme (EMAS) and the Forum for the Future's HE 21 Project's *Environmental management systems guide*, written by John Barwise.

Contents

1. Introduction	1
2. Environmental, economic and social conditions for sustainability	2
A framework for managing sustainability	3
Commitment	3
Planning	5
Action	7
Evaluation	9
3. Further information	11
References	11
Good practice	11
Useful addresses	12

Appendices

1. Sustainable Development Education Panel	13
2. Environmental responsibility (Toyne) report and review	14
3. ISO 14001 and eco-management and audit scheme (EMAS)	15

BEST COPY AVAILABLE

1 Introduction

The Government Sustainable Development Education Panel has set FE colleges a number of challenging goals. By 2010 all colleges should:

- Be accredited to an internationally or nationally recognised sustainable development systems standard
- Have staff fully trained and competent in sustainable development
- Be providing all students with relevant sustainable development learning opportunities.

The panel commissioned FEDA and the Association of Colleges (AoC) to produce this guide, and so help colleges to meet these goals. This guide builds on FEDA's environmental, regional and economic development initiatives. The AoC's 1998 environmental survey revealed that approximately one third of all colleges had developed an environmental or sustainable development policy, but in most cases implementation was at an early stage.

If colleges are to respond to the sustainability challenge, they must look beyond the environmental effects of their activities. Colleges need to consider their role in facilitating social inclusion, sustainable regional development and responsible global citizenship.

Sustainable development is a process that enables all people to realise their potential and improve their quality of life in ways that protect and enhance the earth's life support systems

Environmental, economic and social conditions for sustainability

- **Environmental conditions** Protect and, where possible, enhance the earth's life support systems.
  - Non-renewable resources are not depleted at a rate faster than their re-deposit.
  - Emissions to air, soil and water do not exceed the environment's capacity to disperse, absorb, recycle or neutralise their harmful effects (to humans and the environment).
  - The ecological basis for biological diversity and productivity of natural systems is protected, enhanced or restored.
- **Economic conditions** Optimise use of physical and human resources to meet current and future needs and/or aspirations.
  - Infrastructure, technologies and processes are minimally reliant on the use of natural capital.
  - Opportunities to develop the knowledge, values and skills necessary for responsible global citizenship are available to all.
  - Institutions contributing to economic activity are practising resource efficiency and social responsibility.
- **Social conditions** Optimise human relationships to meet present and future needs and/or aspirations.
  - Formal and informal systems of justice, democracy and governance promoting inclusion, social cohesion and responsible global citizenship are respected and in place.
  - Safe, convivial environments for living and working are available for all.
  - Diverse cultures, traditions and activities consistent with sustainability are respected and practised.

2 A framework for managing sustainability

The following strategic framework for managing sustainability responsibilities has four key elements: commitment; planning; action and evaluation. Managing sustainability responsibilities is not a linear process. In practice, several actions may be pursued simultaneously.

Commitment

Policy

A sustainability policy is a set of principles against which sustainability performance is measured. It is a statement of intent for developing more specific sustainability objectives. The introduction and implementation of a sustainability policy will change the way the college is managed. It is important, therefore, that the chair of the governing body, the principal and the senior management team acknowledge their commitment by officially signing the policy statement. Ideally the policy should be developed in consultation with staff, students and other stakeholders to ensure that it:

- Is appropriate to the nature, scale and sustainability impacts of the college's activities
- Includes a commitment to continual improvement
- Includes a commitment to comply with relevant sustainability-related legislation, regulations and institutional policies/codes of practice
- Provides the framework for setting and reviewing sustainability objectives and targets
- Is published and communicated to all staff and students
- Is available to the public.

Sustainability policy themes for further education include:

- **Curriculum**
  - Sustainable development education for all students
  - Staff development
  - Sustainability advocacy through work-based placements.
- **Community outreach**
  - Local learning partnerships relating to sustainable development
  - Global links
  - Partnerships for sustainable local and regional development
  - Widening participation
  - Sustainability leadership
  - Student guidance and support.

- **College management**
  - Accreditation to sustainability management systems standard
  - Legislative compliance
  - Biodiversity enhancement
  - Reduced car use
  - Reduced carbon dioxide emissions
  - Reduced water use
  - Waste minimisation
  - Sustainable sound procurement
  - Sustainable design (for new buildings and renovations)
  - Ethical investment.

The sustainability policy should be compatible with other college policies such as health and safety management and regional/community policies. Mission statements may also need revisiting to ensure that they reflect the college's commitment to sustainability.

Awareness raising and training

In order to develop a college ethos of responsibility towards sustainable development, all members of staff and students need to be committed to 'doing their bit'. To do this they need to know what 'their bit' is and how to do it. Awareness raising and training programmes are critically important in building colleges' capacity to respond to the sustainability challenge. They are key indicators of colleges' commitment to sustainability.

Many colleges do not have a sustainability policy. In such cases, efforts need to be focused on making the case to senior management for the development of a sustainability policy (either from scratch or to replace an outdated environmental policy). This will involve explaining why it is important to respond to the sustainability challenge; what it means for colleges; the benefits of proactivity and the costs of failing to respond.

A significant number of colleges have environmental policies but few members of staff or students are aware of them. These invisible policies are unlikely to be implemented. Raising awareness of sustainability policies (or elements of them) can help to encourage a sense of personal responsibility for, and involvement in, their implementation. The development of a communications strategy is recommended and communication tools e.g. annual reports, prospectus, in-house newspaper, local paper, exhibitions, posters and induction presentations can all help to raise awareness.

As part of its community education role, a college may also consider hosting lectures/debates on sustainability issues open to staff, students and the general public and/or for specialist groups e.g. local business people and suppliers.

More specific training should be provided for staff who have significant responsibilities relating to the achievement of the college's sustainability objectives and targets. Key areas for job-specific environmental training include sustainability learning for all students, procurement, resource efficiency and local learning partnerships for sustainability.

Reporting

A sustainability report is a useful vehicle for communicating progress to stakeholders. It may form part of the college's annual report or be a stand alone document. A logical time to produce the sustainability report is after conducting a sustainability audit. The contents of the report are essentially a matter for the college to determine, but might include:

- Qualitative information such as policy, objectives and targets, and systems
- Quantitative information relating to sustainability performance
- Future plans
- Financial information e.g. level of investment in improving sustainability performance
- Feedback section.

As a publicly available document, the report should be written in a style which is easily understood by people without specialist sustainability knowledge. It is also important to consider the report's production process. Paper documents should be printed on 'eco-friendly' paper, the inks used should be vegetable- or soya-based and varnishes water-based. Colleges may consider disseminating the report electronically via the college intranet or the Internet.

Planning

Conducting an initial review

The sustainability review sets the parameters for the college's response to the sustainability challenge. It identifies what needs to be managed, measured and recorded, and any information and policy gaps in the existing management system. The review may precede or follow policy development. The disadvantage of establishing policy first is that it is not informed by the review. However, since the review includes an assessment of the sustainability policy, adjustments can be made at an early stage.

The review may be undertaken by an in-house team or by external consultants. Involving external consultants has a number of advantages, including perceived impartiality and enhanced initiative status. The disadvantage is cost. If an in-house team is used, one person needs to have specialist knowledge of the college's systems and of the sustainability agenda for further education, and time off from other duties.

The review should cover:

- A consideration of direct and indirect sustainability impacts, both positive and negative
- Current policies and procedures for managing sustainability responsibilities including an assessment of any stand alone sustainable development policy and other policies which have sustainability implications; and an assessment of the existing institutional arrangements for managing sustainability responsibilities
- Legal and regulatory requirements including an assessment of current and likely future sustainability-related legislation, regulatory consents and permits
- Abnormal operations, accidents and incidents including whether there have been incidents of non-compliance and the corrective measures which were implemented; whether there have been accidents and how these could have been avoided; and the effectiveness of emergency procedures.

Identifying sustainability effects

A sustainability effect is any change to the natural, social or economic environment, whether adverse or beneficial, which results wholly or partially from a college activity or service. Examples include:

- Energy use which produces carbon dioxide emissions which may contribute to global warming
- Car use which produces sulphur dioxide and nitrous oxide emissions which cause acid rain
- Laboratory and studio use which generate toxic wastes which pollute air and water
- Consumption of renewable resources which cause depletion of 'natural capital'
- Land development which reduces biodiversity
- Sustainable development education which encourages responsible personal and professional behaviour
- Local learning partnerships for sustainability which encourage sustainable business practice
- Procurement based on sustainability principles which encourages resource efficiency
- Waste disposal to landfill sites which results in methane emissions which contribute to global warming.

The review team should consult with all relevant departments to identify the effects of various activities. In doing so the team needs to answer the following questions:

- Is the effect positive or negative?
- Is the effect direct or indirect?
- Is the effect subject to legislation?
- Is the effect the result of normal, abnormal or emergency operations?
- Is the effect due to past or current activities?

Setting objectives and targets

Setting sustainability objectives and targets is a way of quantifying and qualifying policy commitment. Issues to consider include:

- Compliance with legal requirements, standards and codes of practice
- Significance of sustainability effects
- Concerns of external stakeholders
- Concerns of staff
- Current operational and institutional objectives
- Financial implications
- Actions already taken
- Whether reducing the impact is within colleges' control e.g. national qualifications.

Objectives and targets relating to direct negative sustainability effects may usefully be based on reducing effects e.g. reducing carbon dioxide emissions. Objectives and targets relating to indirect impacts are best based on improving the quality of processes e.g. the quality of sustainable development education programmes and eco-friendly procurement programmes.

Consultation is an important part of setting achievable objectives and targets. Senior academic and service managers, heads of departments, estate managers, student representatives and technicians should all be involved in setting objectives and targets relating to their field of activity.

Objectives and targets should be monitored to determine whether continual improvement is being made. The following FE sustainability indicators provide a useful point of reference for setting objectives and targets, and for monitoring continual improvement. The list is illustrative and intended to stimulate thought on both qualitative and quantitative performance measurement.

FE sustainability indicators – headline indicators

- **Economic**
  - Percentage of full-time students who, by the end of their learning programmes, have been taught key sustainability concepts
  - Compliance to a nationally or internationally recognised sustainable development standard
  - Percentage of students achieving qualifications who find full-time employment, or embark on further study, within six months of completing their programmes.
- **Environmental**
  - Carbon dioxide emissions per FTE[1] per annum
  - Percentage of FTEs' daily journeys to the college routinely made by car
  - Volume of water (litres) used per FTE per annum
  - Key regional habitats/species actively stewarded
  - Kilograms of waste per FTE per annum.

1. FTE = full-time equivalent members of staff and students unless otherwise stated e.g. full-time students, indicating students only.

- **Social**
  - Percentage of full-time students gaining qualifications at 19 years
  - Percentage of FTEs participating in local community activity relating to sustainable development (e.g. local learning partnerships, volunteering, national, regional and local committees)
  - Percentage of full-time students from disadvantaged groups.

FE sustainability indicators – strategic management indicators

- Publicly available sustainability policy covering all sites
- A sustainability related staff development programme
- A publicly available annual report, or section of the corporate annual report, relating to the college's sustainability performance
- Published sustainability objectives and targets relating to education, research, land use, procurement, resource efficiency, transport and waste management
- A senior sustainable development advocate to drive the implementation of the sustainability policy
- A team with representation from key stakeholder groups to steer the implementation of the sustainability policy
- A manual that documents responsibilities, practices, procedures and resources to ensure implementation of the sustainability policy
- An annual internal sustainability audit process.

Action

Developing a sustainability programme

The sustainability programme is the mechanism by which the sustainability policy, objectives and targets are actioned. The programme may involve the development of new procedures or the adjustment of existing procedures which need not be limited to the college. For example, a college wishing to ensure the sustainability integrity of its purchases may decide to require supplier and contractor compliance with the college's sustainability purchasing policy.

Procedures can be formal and informal, written and unwritten (accepted working practice) and should be integrated into existing systems wherever possible. A procedure should outline:

- Action – what action will be taken
- Responsibility – who will take action
- Recording – how and where the action will be recorded and how often it should be monitored.

For some hazardous processes or materials, procedures may need to be extended to cover accidents and emergency situations. This applies where there is the potential for an operational malfunction which could give rise to a significant sustainability effect. Where there are already well developed procedures in place e.g. relating to the Control of Substances Hazardous to Health (COSHH) and Control of Industrial Major Accidents and Hazards (CIMAH) regulations these should be cross-referenced in the sustainability manual.

Establishing responsibilities

All members of the college should take some responsibility for implementing the sustainable development policy. This process needs to be skilfully facilitated by a core team comprising, where possible, a senior champion, a sustainability manager/advocate and steering group.

Senior champion

A senior member of staff with a strong personal commitment to the college's sustainability policy should take responsibility for chairing the sustainability team meetings and allocating the human and financial resources necessary to ensure that sustainability objectives and targets are met.

Sustainability manager/advocate

A motivated, able sustainability manager/advocate, with a knowledge of further education is required to take responsibility for some or all of the following:

- Regularly reporting progress directly to the senior champion
- Setting up the sustainability team meetings
- Conducting the sustainability review
- Communicating the college's sustainability policy, objectives and targets to all college stakeholders
- Setting up sustainability training programmes
- Consulting with the regulators, suppliers and other relevant external agencies
- Liaising with health and safety managers and quality managers
- Developing new procedures
- Developing the sustainability manual
- Promoting college success stories internally and externally
- Constantly challenging the college to improve its sustainability performance
- Networking with peers from other colleges to share good practice.

Sustainability steering group

This comprises a group of individuals, representing the full range of college activities, to take responsibility for liaising with colleagues, in order to:

- Identify sustainability objectives and targets
- Draw up new procedures/codes of practice if necessary
- Establish and maintain records relating to sustainability objectives and targets
- Adjust job descriptions.

Developing a sustainability manual

The sustainability manual is the principal source of information about how the college manages its sustainability responsibilities. It should include the following:

- The sustainability policy
- Register of legal requirements
- Register of significant sustainability effects
- Sustainability objectives and targets
- A chart explaining roles and responsibilities
- Sustainability programme procedures
- Record keeping procedures
- Auditing arrangements
- Sign posts to other supporting documents and records.

Register of legal requirements

A register of legal requirements should contain:

- A list of national and international regulatory requirements
- Details of codes of practice
- Internal standards (sometimes going beyond legal requirements)
- Reference to relevant consents, permits and authorisations from regulators and local authority
- Cross-references with the significant sustainability effects/impacts.

Register of sustainability effects

A register of sustainability effects should include the following information:

- A list of sustainability effects and some indication of their significance
- Reference to the method of identifying significance
- Reference to supporting documents
- Reference to the product, process or service which gives rise to the effect
- The department and people responsible for managing the impact of the effect
- Details of how the effect is managed
- Details of procedures for updating the effects register.

The primary purpose of the manual is to ensure that the right people have the right information at the right time in the right place. The manual should be

- Easily accessible (it could be put on the college intranet)
- Well designed
- Periodically revised
- Authenticated and dated as a true record of the current state of development.

Individual departments should have their own records detailing their particular contribution to sustainability policy implementation. These may relate to:

- Training
- Inspection and maintenance
- Measuring and monitoring
- Non-conformance
- Emergencies
- Communications with suppliers and external agencies
- Audit results.

Cross-referencing between the centrally-held manual and the departmental records is the key to maintaining a full record of how sustainability responsibilities are managed.

Evaluation

Conducting an audit

The purpose of a sustainability management systems audit is to assess whether the sustainability policy is being adhered to.

The auditors

Sustainability management system audits may be carried out by staff within the college or by external consultants. The main requirements are that the auditors are objective, appropriately skilled and independent of the activities they audit.

Sustainability auditors should have:

- A detailed understanding of sustainability management systems
- An understanding of the sustainability issues associated with college activities
- Practical understanding of how colleges operate
- Good writing, communication and analytical skills.

Preparing for the audit

Audit preparation includes:

- Defining the scope of the audit
- Developing a timetable for the audit
- Setting up meetings with relevant staff
- Accessing relevant documents and records
- Negotiating permission to visit certain areas of the college.

Defining the scope of audit

The auditing should assess the sustainability management system in terms of:

- Documented evidence (the manual and supporting documentation)
- The effectiveness of the internal management structure.

Writing the audit report

The audit report should include:

- Details of the audit team
- A summary of the audit process
- Reference to the information sources
- A detailed account of the audit findings
- Recommendations for action.

BEST COPY AVAILABLE

The audit report should be distributed to all relevant personnel.

Going for certification/registration

Having established and implemented a system for managing sustainability responsibilities, a college may wish to aim for formal certification/registration to a systems standard, to publicly demonstrate that they are taking their sustainability responsibilities seriously. A sustainable development management systems standard is currently being developed by the British Standards Institution. This will build on the two existing complementary environmental management systems standards, eco-management and audit scheme (EMAS) and ISO 14001, details of which can be found in Appendix 3.

3 Further information

References

Department for Education and Employment. *Learning to succeed*. London: HMSO; 1999.

Department of the Environment, Department for Education and Employment and the Welsh Office. *Environmental responsibility: an agenda for further and higher education*. London: HMSO; 1993.

Department of the Environment, Department for Education and Employment and the Welsh Office. *Environmental responsibility: a review of the 1993 Toyne report*. London: HMSO; 1996.

Department of the Environment Transport and the Regions. *A better quality of life: a strategy for sustainable development in the UK*. London: HMSO; 1999.

Department for International Development. *Eliminating world poverty: a challenge for the 21st century*. London: HMSO; 1999.

FEDA. *Colleges going green*. London: FEDA; 1992.

FEDA. *Environmental education throughout FE 1: policy and strategy*. London: FEDA; 1996.

FEDA. *Environmental education throughout FE 2: a model and unit of environmental outcomes*. London: FEDA; 1996.

Sustainable Development Education Panel. *First annual report*. London: Department of the Environment, Transport and the Regions, Department for Education and Employment; 1999.

Good practice

The HE 21 Project resource

In 1997, Forum for the Future was awarded a Department of the Environment, Transport and the Regions (DETR) grant to run a two-year HE 21 Project to generate and promote examples of best practice for sustainability across the HE sector. The stimulus for the project, which also received the Department for Education and Employment's (DfEE's) endorsement, came from a key recommendation in the Government's 1996 Toyne report review.

A significant HE sector resource (21 publications in total) was developed during the course of the HE 21 Project (March 1997 – March 1999). The publications are:

- An environmental management systems guide for the HE sector
- Four curriculum specifications covering the core learning agenda for sustainability in relation to business, engineering, design and teacher education at undergraduate level

- Six trail-blazer story bulletins from Cheltenham and Gloucester College of Higher Education, Surrey Institute of Art and Design, University of North London, University of Edinburgh, University of Sunderland and Liverpool John Moores University
- Eight issues bulletins: biodiversity, community-based learning, purchasing, resource efficiency, students, sustainability communications, transport and waste
- An HE 21–LA 21 Partnerships for Sustainability discussion paper – including policy context, case studies and recommendations
- A set of sustainability indicators tailored to the HE sector.

Whilst all the publications are specifically targeted at higher education, much of their content is relevant to further education. All HE 21 publications are available to view or download from the HE 21 website at http://www.he21.org.uk

The Higher Education Funding Council for England. *Environmental report* and *Environmental workbook*. Bristol: Higher Education Funding Council, Northavon House, Cold Harbour Lane, Bristol BS16 1QD; 1998.

Scottish college case studies

Scottish Further Education Unit. *FE colleges learning to sustain: case studies of good practice*. Stirling: Scottish Further Education Unit; 1999.

Useful addresses

EMAS (European eco-management and audit systems standard) Competent Body
Claire Sweeney, EMAS Competent Body, Institute of Environmental Assessment, Welton House, Limekilm Way, Lincoln LN2 4US
Tel: 01522 540069 Fax: 01522 540090 e-mail: emas-iea@dial.pipex.com

ISO 14001 (international environmental management systems standard)
British Standards Institution (BSI) Information Centre,
389 Chiswick High Road, London W4 4AL
Tel: 0208 996 7000 Fax: 0208 996 7960

Public Sector Helpdesk (PuSH) Formerly, the LA–EMAS Helpdesk, PuSH provides practical advice and assistance to local authorities, central Government departments, and the organisations they fund, on establishing environmental management systems and becoming registered or certified to environmental management systems standards. PuSH provides telephone advice, presentations, training and signposts to other organisations involved in good practice.
Nigel Riglar and Joanne Broughton, Improvement and Development Agency (I&DeA), Layden House, 76–86 Turmill Street, London EC1M 5QU
Tel: 0207 296 6598 Fax: 0207 296 6666 e-mail: localagenda.21@lgmb.gov.uk

SA 8000 (Social accountability) SGS International Certification Services Ltd, SGS House, Portland Road, East Grinstead, West Sussex RH19 4ET
Tel: 01342 410099 Fax: 01342 305342 e-mail: sgsics@sgsgroup.com
Internet: http://www.accountability.org.uk

United Kingdom Accreditation Service (UKAS) For enquiries about accredited verifiers for eco-management and audit scheme (EMAS).
Roger Brockway, UKAS, 21–47 High Street, Feltham, Middlesex TW13 4UN
Tel: 0208 917 8400 Fax: 0208 917 8500

Appendices

Appendix 1

Sustainable Development Education Panel

The Sustainable Development Education Panel was established in 1998 to consider sustainable development, in its broadest sense, in schools, further and higher education, at work, during recreation and at home; and to make practical recommendations for action in England.

The panel reports directly to the Deputy Prime Minister and the Secretary of State for Education and Employment, and is chaired by Sir Geoffrey Holland, the Vice-Chancellor of Exeter University.

Terms of reference

- To promote a strategic approach to sustainable development education in England
- To identify gaps and opportunities in the provision of sustainable development education and consider how to improve that provision
- To promote an approach which will reduce duplication, increase cooperation and develop synergy between all sectors and groups involved
- To consider whether and what targets should be set for various sectors
- To highlight best practice and consider the means of disseminating it more widely
- To make recommendations to key players on priority areas for action
- To assess the effectiveness of this approach.

The panel has set out its long-term vision for the FE sector in its first annual report. It calls all FE institutions, by the year 2010 'to be accredited to an internationally or nationally recognised sustainable development management systems standard; to have staff fully trained and competent in sustainable development; and be providing all students with relevant sustainability learning opportunities'. Within the same time frame it also calls the FEFC 'to have made a defined level of sustainability performance relating to house-keeping, curriculum and community responsibilities, a condition of grants to institutions'.

Environmental responsibility (Toyne) report and review

Environmental responsibility (Toyne) report

The Government White Paper, *This common inheritance* (HMSO, 1990), recommended that an expert committee be convened to consider the environmental education needs of the business community. The committee's report, *Environmental responsibility: an agenda for further and higher education*, was published in 1993 (HMSO). The report's key recommendation states:

> *After consultation with its staff and students, every higher and further education institution should formally adopt and publicise, by the beginning of the academic year 1994/95, a comprehensive environmental policy statement, together with an action plan for its implementation.*

The report made 26 other recommendations targeted at government, FE and HE institutions, funding councils and professional bodies. One of these recommendations was for a review progress after three years. (Please see Appendix 1 for recommendations relating to specialist environment provision.)

Environmental responsibility report review (Toyne 2)

The environmental responsibility report review was launched by two secretaries of state, from the DFEE and the Department of Environment, in 1996. The review revealed that most of the institutions and organisations targeted in the 1993 report, including government, had demonstrated 'considerable indifference' to its recommendations.

Only 114 respondents out of a possible 756 FE and HE institutions claimed to have environmental policies in place. Where policies existed, implementation was generally found to be at an early stage with most progress being made on the housekeeping side, particularly in areas associated with obvious cost savings, such as energy efficiency or where the 'green' ticket could help institutions to introduce otherwise unpopular measures e.g. car parking charges. Little progress was found in areas such as purchasing.

As regards the curriculum, only 17 FE and HE respondents claimed to have set out in general terms what all their students needed to learn in order to be able to take account of sustainable development in their work and daily lives. Of these, less than six were making significant progress.

Toyne review key recommendations

1. Enabling responsible global citizenship (which is the outcome of sustainability learning) should be recognised as core business of learning institutions and a legitimate purpose of life-time learning.
2. Funds should be made available to establish a national programme to support the FE and HE sector's response to the challenge of sustainable development.
3. Within three years all FE and HE institutions should be either accredited to, or committed to becoming accredited to, a nationally or internationally recognised environmental management systems standard, such as the eco-management and audit scheme (EMAS).
4. Within three years all FE and HE institutions should have developed the capacity to provide all students with the opportunity to develop defined levels of competence relating to responsible global citizenship.
5. Those responsible for defining national standards relating to industrial and professional practice, and associated qualifications and standards, such as industry lead bodies and professional bodies, should ensure that appropriate reference is made to sustainable development issues.
6. Within three years all funding councils should introduce a mechanism for linking environmental performance to the allocation of funds, for example by introducing environmental criteria into existing quality assessment and inspection procedures.

ISO 14001 and eco-management and audit scheme (EMAS)

There are two internationally recognised environmental management systems: the international environmental management systems standard ISO 14001 and the EU's eco-management and audit scheme (EMAS).

The international environmental management systems standard ISO 14001

ISO 14001 is an international voluntary standard. It is not a law, and there are no legal requirements for organisations to register or to seek certification. The ISO 14001 standard specifies the requirements for an environmental management system in terms of an organisation's environmental commitment to a policy, compliance with applicable legislation and regulations and to continual improvement in its overall environmental performance. It does not set environmental performance targets: these are left to individual organisations to determine for themselves.

The standard applies to any organisation, large or small, in either the public or private sector, that wishes to implement and maintain an environmental management system and assure itself, and others, that the system conforms with its environmental policy. Organisations seeking certification to ISO 14001 can elect for third-party certification by an accredited certification body, or can make a self-declaration of compliance to the requirements of the standard. For most organisations, there is added credibility in having third party certification.

The EU's eco-management and audit scheme (EMAS) regulation

Council Regulation (EEC) No. 1836/93, known as the EU's eco-management and audit scheme (EMAS), was formally adopted in June 1993 and came into force in April 1995. As an EU regulation, EMAS is directly applicable to law, and all member states have a mandatory responsibility to adopt it. However, in terms of its application by industry, EMAS is an entirely voluntary scheme and there is no legal requirement for any organisation or any sector to participate in the scheme.

EMAS was originally designed for use by manufacturing organisations. Article 1 of the regulation refers specifically to 'voluntary participation by companies performing industrial activities' and that 'the scheme' is established 'for the evaluation and improvement of the environmental performance of industrial activities ...'

Whilst Article 1 of the regulation prescribes EMAS as an industrial scheme, Article 14 allows member states to adapt the scheme, on an experimental basis, for other sectors e.g. distributive trade and public services. In response, the UK Government broadened the scope of EMAS to allow local authorities in the UK to participate in the scheme. The formal extension of EMAS to the service sector has recently been proposed and a formal decision is expected in 2000.

The voluntary eco-management and audit scheme for local government (LA–EMAS), came into being in April 1995. LA–EMAS is designed to help local authorities evaluate and improve their environmental performance in terms of their activities, services and provision of relevant information to the public. The scheme has received a favourable response, with 31% of local authorities either committed to becoming registered/certified to EMAS/ISO1 4001 or implementing the principles of these schemes.

Registration under the EMAS applies to individual sites; organisations with more than one site must register those sites individually. In the case of local authorities individual departments can register, provided there is a corporate commitment for the whole authority to join the scheme in the future. It is worth noting that the environmental management system is only part of the requirements of EMAS registration, as the regulation also requires environmental management system audit programmes and the publication of an environmental statement.

BEST COPY AVAILABLE

By 2010 FE colleges must meet three challenging goals set by the Government's Sustainable Development Education Panel. To encourage and help colleges to move towards these goals the panel commissioned FEDA and the Association of Colleges (AoC) to develop this practical guide to managing sustainability. Ideal for staff responsibilities for sustainability management, the guide includes information on writing a sustainability management policy and how to measure performance targets.

BEST COPY AVAILABLE

ISBN 1 85338 519 0